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ABSTRACT

This handbook presents information for the use of Washington State school districts and schools in the development of physical education programs that conform with Federal and State regulations regarding sex equity. It consists of five major sections which provide, respectively: (1) State legislation pertaining to education, physical education, and sex equity; (2) a step-by-step guide to developing, at the district level and at the individual school, a high-quality co-instructional curriculum; (3) a list of educators who serve as physical education resource consultants in Washington State; (4) a descriptive list of successful co-instructional programs already existing; and (5) an extensive bibliography, partly annotated. An appendix includes a sample student interest survey form. (KH)

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PRACTICAL RESOURCE HANDBOOK
FOR
CO-INSTRUCTIONAL PHYSICAL EDUCATION

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INTRODUCTION

With the introduction and subsequent implementation of both federal and state regulations in 1975 regarding sex equity in physical education, the response from throughout the state ranged from willing efforts to comply to violent outrage and indignation.

As districts began to move towards total co-instructional programs with open minds and administrative encouragement and support, quality activity programs were developed. However, districts that began with resistive attitudes have seen the process of compliance as a road filled with insurmountable problems. Indeed the process of change has been slow.

From the onset no one promised that the transition from a traditional sex segregated structure to one less traditional would be easy. Equity laws and their implementing regulations offer everyone the opportunity to implement new techniques and to reevaluate philosophies as they relate to physical education and its' place within our current school setting. These new techniques and attitudes will challenge as well as threaten the traditionally oriented physical educator.

It is well to remember that a large portion of the problems faced in making the transition are more a reflection of the attitudes of the educators involved and not those of the students. If the implementation of quality physical education programs which meet the needs of all students is to be successful, we must not let traditional orientations stand in the way.

ACKNOWLEDGEMENTS

We appreciate this excellent and timely effort by Gene Liddell and Jeff Carpenter. This work updates the initial 1981 publication titled: A Practical Handbook for Co-Ed Physical Education which was prepared by Deborah Tannehill, Eastern Washington University.

Additionally, we thank those educators who participated in the Team Building session in which this publication was reviewed:

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The Law

In 1975, Washington State passed and implemented legislation (RCW 28A.85) to prohibit discrimination on the basis of sex. It further gave responsibility to the State Superintendent of Public Instruction to develop Washington Administrative Codes (WAC) or regulations for the administration and implementation of the statute. The RCW and the WAC are provided for your reference and information.

SUBSTITUTE HOUSE BILL NO. 413

State of Washington
44th Legislature
1st Extraordinary Session

by Committee on Education (originally
sponsored by Representatives Wojahn,
O'Brien, Pardini, Sommers, Fortson,
Valle, Brown, Haley, Lysen, Bagnariol
and Maxie)

Read first time February 28, 1975, and passed to second reading.

AN ACT Relating to education: creating new sections; adding new sections to chapter 223, Laws of 1969 ex. sess. and to Title 28A RCW as a new chapter thereof; and providing penalties.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Section 1. Inequality in the educational opportunities afforded women and girls at all levels of the public schools in Washington State is a breach of Article XXXI, Section 1, Amendment 61, of the Washington State Constitution, requiring equal treatment of all citizens regardless of sex. This violation of rights has had a deleterious effect on the individuals affected and on society. Recognizing the benefit to our state and nation of equal educational opportunities for all students, discrimination on the basis of sex for any student in grades K-12 of the Washington public schools is prohibited.

NEW SECTION. Section 2. The superintendent of public instruction shall develop regulations and guidelines to eliminate sex discrimination as it applies to public school employment, counseling and guidance services to students, recreational and athletic activities for students, access to course offerings, and in textbooks and instructional materials used by students.

(1) Specifically with respect to public school employment, all schools shall be required to:

(a) Maintain credential requirements for all personnel without regard to sex;

(b) Make no differentiation in pay scale on the basis of sex;

(c) Assign school duties without regard to sex except where such assignment would involve duty in areas or situations, such as but not limited to a shower room, where persons might be disrobed;

(d) Provide the same opportunities for advancement to males and females; and

(e) Make no difference in conditions of employment including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of, or pay for, instructional and noninstructional duties, on the basis of sex.

(2) Specifically with respect to counseling and guidance services for students, they shall be made available to all students equally. All certificated personnel shall be required to stress access to all career and vocational opportunities to students without regard to sex.

(3) Specifically with respect to recreational and athletic activities, they shall be offered to all students without regard to sex. Schools may provide separate teams for each sex. Schools which provide the following shall do so with no disparities based on sex: Equipment and supplies; medical care; services and insurance; transportation and per diem allowances; opportunities to receive coaching and instruction; laundry

services; assignment of game officials; opportunities for competition, publicity and awards; scheduling of games and practice times including use of courts, gyms, and pools; PROVIDED, That such scheduling of games and practice times shall be determined by local administrative authorities after consideration of the public and student interest in attending and participating in various recreational and athletic activities. Each school which provides showers, toilets, or training room facilities for athletic purposes shall provide comparable facilities for both sexes. Such facilities may be provided either as separate facilities or shall be scheduled and used separately by each sex.

The superintendent of public instruction shall also be required to develop a student survey to distribute every three years to each local school district in the state to determine student interest for male/female participation in specific sports.

(4) Specifically with respect to course offerings, all classes shall be required to be available to all students without regard to sex: PROVIDED, That separation is permitted within any class during sessions on sex education or gym classes.

(5) Specifically with respect to textbooks and instructional materials, which shall also include, but not be limited to, reference books and audio-visual materials, they shall be required to adhere to the guidelines developed by the superintendent of public instruction to implement the intent of this chapter: PROVIDED, That this subsection shall not be construed to prohibit the introduction of material deemed appropriate by the instructor for educational purposes.

NEW SECTION. Section 3. The office of the superintendent of public instruction shall be required to monitor the compliance by local school districts with this chapter, shall establish a compliance timetable and regulations for enforcement of this chapter, and shall establish guidelines for affirmative action programs to be adopted by all school districts.

NEW SECTION. Section 4. Any person aggrieved by a violation of this chapter, or aggrieved by the violation of any regulation or guideline adopted hereunder, shall have a right of action in superior court for civil damages and such equitable relief as the court shall determine.

NEW SECTION. Section 5. The superintendent of public instruction shall have the power to enforce and obtain compliance with the provisions of this chapter and the regulations and guidelines adopted pursuant thereto by appropriate order made pursuant to chapter 34.04 RCW, which order, by way of illustration, may include, the termination of all or part of state apportionment or categorical moneys to the offending school district, the termination of specified programs in which violations may be flagrant within the offending school district, the institution of a mandatory affirmative action program within the offending school district, and the placement of the offending school district on probation with appropriate sanctions until compliance is achieved.

NEW SECTION. Section 6. This chapter shall be supplementary to, and shall not supersede, existing law and procedures and future amendments thereto relating to unlawful discrimination based on sex.

NEW SECTION. Section 7. Sections 1 through 6 of this act are added to chapter 223, Laws of 1969 ex. sess. and to Title 28A RCW as a new chapter thereof.

NEW SECTION. Section 8. If any provision of this act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected.

BW:cp:53

WAC 392-190-005 PURPOSE--ELIMINATION OF SEX DISCRIMINATION. The purpose of this chapter is to establish rules and regulations which implement chapter 28A.85 RCW. The referenced enactment prohibits discrimination on the basis of sex in regulations implementing Title IX of the Education Amendments assisted education programs or activities. As a result, several substantive areas have been similarly identified and addressed by both state and federal enactments.

It is the intent of this chapter to encompass those similar substantive areas addressed by the Title IX regulations and in some aspects extend beyond the Title IX regulations. Accordingly, compliance with this chapter should constitute compliance with those similar substantive areas treated in the Title IX regulations, but school districts should be aware that compliance with the Title IX regulations alone may not constitute compliance with this chapter.

Although chapter 28A.85 RCW and the balance of this chapter prohibit sex discrimination in grades K-12 only, the Superintendent of Public Instruction hereby declares pursuant to the authority vested in the Superintendent by Article 3, section 22 of the State Constitution that it shall be unlawful for any public school district to discriminate on the basis of sex with regard to any activity conducted by or in behalf of a school district including, but not limited to, preschool, adult education, community education and vocational-technical program activities.

WAC 392-190-010 COUNSELING AND GUIDANCE SERVICES--CAREER OPPORTUNITIES--INTERNAL PROCEDURES. (1) No school district shall engage in discrimination against any person on the basis of sex in the counseling or guidance of students in grades K-12.

(2) Each school district shall devise and use materials, orientation programs and counseling techniques that will encourage participation in all school programs and courses of study based on factors other than sex and that encourage students to explore subjects and activities not heretofore traditional for their sex.

(3) Each school district which uses testing and other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless (a) such different materials cover the same occupations and interest areas and (b) the use of such different materials is demonstrated to be essential to eliminate sex bias.

(4) Each school district shall develop and use internal procedures for ensuring that all tests and appraisal instruments, career and vocational guidance materials, work/study programs and opportunities, and educational scheduling and/or placement do not discriminate on the basis of sex: PROVIDED, That where the use of such instruments or materials or such programs or activities results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the school district shall take such immediate action as is necessary to assure itself that such disproportion is not the result of discrimination in the program or activity or in the instrument or material or its application: PROVIDED FURTHER, That where a school district finds that a

particular class contains a substantially disproportionate number of individuals of one sex, the district shall take such immediate action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in tests and appraisal instruments, career and vocational guidance materials work/study programs and opportunities, and educational scheduling and/or placement or by counselors.

(5) Each school district shall comply fully with the requirements of this section no later than July 1, 1976.

WAC 392-190-015 COUNSELING AND GUIDANCE--DUTY OF CERTIFICATED AND CLASSROOM PERSONNEL--COORDINATION OF EFFORT. (1) All certificated and classroom personnel shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to sex, including reasonable efforts encouraging students to consider and explore "non-traditional" occupations for men and women: PROVIDED, That all certificated and classroom personnel within each local school district shall have access to an Educational Staff Associate (ESA) certificated school counselor(s) or such other appropriate person(s), designated by the school district superintendent to coordinate compliance with the requirements of this section.

(2) All certificated and classroom personnel shall comply fully and immediately with the requirements of this section. The superintendent of each school district shall make the designation(s) required by this section immediately.

WAC 392-190-020 INSERVICE TRAINING--SEX BIAS AWARENESS. Each school district should include sex bias awareness and sex bias elimination training sessions in such inservice training programs as are conducted or provided for certificated and/or classroom personnel.

WAC 392-190-025 RECREATIONAL AND ATHLETIC ACTIVITIES--EQUAL OPPORTUNITY--SEPARATE TEAMS. (1) No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club or intramural athletics or recreational activity offered by a school district and no school district shall provide any such athletics or recreational activity separately on such basis. Sports teams and programs offered by a school district shall, regardless of their nature, be equally open to participation by qualified members of both sexes: PROVIDED, That in the case of sports and recreational activities offered for students in grades 7 through 12, a school district may maintain separate teams for members of each sex if (a) it can clearly be shown under the factual circumstances involved in the particular case, that the maintenance of separate teams for boys and girls truly constitutes the best method of providing both sexes, as a whole, with an equal opportunity to participate in the sports or games of their choice, and (b) at the same time, a test of substantial equality between the two programs can be found to have been met.

(2) For the purpose of this section and WAC 392-190-050(2) "substantial equality" shall be determined by considering factors including but not limited to the following:

- (a) the relationship between the skill and compensation of coaching staffs;

- (b) the size of their budgets;
- (c) the quality of competition and game schedules;
- (d) uniforms;
- (e) equipment and facilities; and
- (f) sufficient numbers of participants to warrant separate teams.

WAC 392-190-030 GENERAL--RECREATIONAL AND ATHLETIC ACTIVITIES--EQUAL OPPORTUNITY FACTORS CONSIDERED. Each school district shall evaluate its recreational and athletic program at least once each year to ensure that equal opportunities are available to members of both sexes with respect to interscholastic, club or intramural athletics which are operated, sponsored, or otherwise provided by the school district.

In determining whether equal opportunities are available to members of both sexes with respect to interscholastic, club or intramural athletics, each school district conducting an evaluation required by this section, and the office of Superintendent of Public Instruction upon receipt of a complaint pursuant to WAC 392-190-075, shall consider several factors, including but not limited to the following where provided by a school district:

- (1) whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes;
- (2) the provision of equipment and supplies;
- (3) the scheduling of games and practice times including the use of play fields, courts, gyms and pools;
- (4) transportation and per diem allowances, if any;
- (5) the opportunity to receive coaching and academic tutoring;
- (6) the assignment and compensation of coaches, tutors and game officials;
- (7) the provision of medical and training facilities and services including the availability of insurance;
- (8) the provision of housing, laundry and dining facilities and services, if any; and
- (9) publicity and awards.

Unequal aggregate expenditures within a school district for members of each sex or unequal expenditures for separate male and female teams will not alone constitute noncompliance with this chapter, but the failure to provide the necessary funds for recreational and athletic activities for members of one sex may be considered in assessing the equality of opportunity for members of each sex.

WAC 392-190-035 RECREATIONAL AND ATHLETIC ACTIVITIES--COMPLIANCE TIMETABLE--ELEMENTARY AND SECONDARY LEVEL. (1) Each school district which operates, sponsors, or otherwise provides interscholastic, club or intramural athletics at the elementary school level (K-6) shall provide equal opportunity and encouragement for physical and skill development to all students in the elementary grades consistent with this chapter as expeditiously as possible but in no event later than July 21, 1976.

(2) Each school district which operates, sponsors, or otherwise provides interscholastic, club or intramural athletics at the secondary school level (7-12) shall provide equal opportunity and encouragement for physical and skill development to all students in the secondary grades consistent with this chapter as expeditiously as possible but in no event later than July 21, 1978.

WAC 392-190-040 RECREATIONAL AND ATHLETIC ACTIVITIES--STUDENT INTEREST--REQUIRED SURVEY INSTRUMENT. (1) The Superintendent of Public Instruction shall develop a survey instrument to assist each school district in the determination of student interest for male/female participation in specific sports.

(2) A survey instrument shall be administered by each school district at all grade levels where interscholastic, intramural and other sports and recreational activities are conducted as expeditiously as possible, but in no event later than the 1975-76 school year. The results of the survey shall be considered in the program planning and development in the area of recreational and athletic activities offered within the school district.

(3) A survey instrument developed pursuant to this section shall be administered during the 1975-76 and 1976-77 school years and at least once every three years thereafter within each school district. PROVIDED, That the content of the survey instrument may be modified or amended as deemed appropriate to clarify and assist in the evaluation of student interest.

WAC 392-190-045 RECREATIONAL AND ATHLETIC ACTIVITIES--FACILITIES. A school district which provides athletic facilities for members of one sex including showers, toilets, and training room facilities for athletic purposes shall provide comparable facilities for members of the opposite sex no later than July 1, 1976: PROVIDED, That such facilities may be provided as either separate facilities or shall be scheduled and used separately by members of each sex: PROVIDED FURTHER, That this section shall not be interpreted to require the construction of additional facilities.

WAC 392-190-050 COURSE OFFERINGS--GENERALLY--SEPARATE SESSIONS OR GROUPS PERMISSIBLE. No school district shall provide any course or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including but not limited to health, physical education, industrial arts, business, vocational-technical, and home economics courses: PROVIDED, That this section shall not be construed to prohibit:

(1) the grouping of students in physical education classes and activities by demonstrated ability as assessed by objective standards of individual performance developed and applied without regard to sex: PROVIDED, That where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the school district shall immediately implement appropriate standards which do not have such effect;

(2) the separation of students by sex within physical education classes or activities offered for students in grades 7 through 12 if (a) it can clearly be shown under the factual circumstances involved in the particular case, that the maintenance of a separate physical education class or activity for boys and girls truly constitutes the best method of providing both sexes, as a whole, with an equal opportunity to participate in such class or activity and (b) at the same time a test of substantial equality between the two classes or activities can be found to have been met:

(3) the conduct of separate sessions for boys and girls with respect to those portions of classes which deal exclusively with human sexuality; and

(4) the conduct of classes and/or activities within which a school district may establish or maintain requirements based on vocal range or quality which may result in a chorus or choruses of one or predominantly one sex.

Each school district that provides physical education classes and activities at the elementary school level (K-6) shall comply fully with this section as expeditiously as possible but in no event later than July 21, 1976. Each school district that provides physical education classes and activities at the secondary school level (7-12) shall comply fully with this section as expeditiously as possible but in no event later than July 21, 1978.

WAC 392-190-055 TEXTBOOKS AND INSTRUCTIONAL MATERIALS--SCOPE--ELIMINATION OF SEX BIAS--COMPLIANCE TIMETABLE. (1) It is the intent of this section to eliminate sex bias in connection with any form of instruction provided by a school district.

(2) The instructional materials policy of each school district required by RCW 28A.58.103 shall incorporate therein, as part of the selection criteria, a specific statement requiring the elimination of sex bias in all textbooks and instructional materials including reference materials and audio-visual materials.

(3) The instructional materials committee of each school district shall establish and maintain appropriate screening criteria designed to identify and eliminate sex bias in all textbooks and instructional materials including reference materials and audio-visual materials: PROVIDED, That such selection criteria shall be consistent with the selection criteria endorsed by the state board of education dated December 6, 1974, WAC 180-48-010, as now or thereafter amended, and WAC 180-46-005 through WAC 180-46-060, as now or hereafter amended. One of the aids to identification of sex bias in instructional materials consists of the Washington Models for the Evaluation of Bias Content in Instructional Materials published by the Superintendent of Public Instruction.

(4) In recognition of the fact that current instructional materials which contain sex bias may not be replaced immediately, each school district should acquire supplemental instructional materials or aids to be used concurrent with existing materials for the purpose of countering the sex bias content thereof.

(5) Each school district shall comply fully with this section with respect to all textbooks and instructional materials including reference materials and audio-visual materials ordered after July 1, 1976. The screening criteria required by this section shall be adopted with the approval of the school district board of directors no later than July 1, 1976.

(6) Nothing in this section is intended to prohibit the use or assignment of supplemental instructional materials such as classic and contemporary literary works, periodicals and technical journals which, although they contain sex bias, are educationally necessary or advisable.

WAC 392-190-060 COMPLIANCE--LOCAL SCHOOL DISTRICT--DESIGNATION OF RESPONSIBLE EMPLOYEE-NOTIFICATION. (1) The superintendent of each school district shall immediately designate at least one employee who shall be responsible directly to the superintendent for monitoring and coordinating the district's compliance with this chapter. The employee designated

pursuant to this section shall also be charged with the responsibility to investigate any complaint(s) communicated to the school district pursuant to WAC 392-190-065.

(2) Each school district shall, once each year or more often as deemed necessary, publish notice in a manner which is reasonably calculated to inform all students, students' parents, and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this section and the appeal procedure set forth in WAC 392-190-065, WAC 392-190-070 and WAC 392-190-075 as now or hereafter amended.

WAC 392-190-065 COMPLIANCE--COMPLAINT PROCEDURE--DISTRICT SUPERINTENDENT. (1) Upon receipt of a complaint by a school district in the manner herein described, the employee or employees designated pursuant to WAC 392-190-060 shall investigate the allegations set forth and shall institute such other reasonable procedures to effect a prompt resolution of the complaint: PROVIDED, That each complaint communicated to the school district shall be (a) written, (b) signed by the complaining party, and (c) set forth specific acts, conditions, or circumstances alleged to be violative of this chapter or the specific acts, conditions, or circumstances that would be prohibited by this chapter.

(2) Upon completion of the investigation required by this section in connection with a complaint communicated to the school district, the designated employee or employees shall provide the district superintendent with a full written report of the complaint and the results of the investigation. The district superintendent shall respond in writing to the complaining party as expeditiously as possible but in no event later than thirty (30) calendar days following receipt of such complaint by the school district.

(3) The response of the school district superintendent required by this section shall clearly state either (a) that the school district denies the allegations contained in the complaint received pursuant to this section, or (b) the nature of such reasonable corrective measures deemed necessary to eliminate any such act, condition, or circumstance within the school district: PROVIDED, That any such corrective measures deemed necessary shall be instituted as expeditiously as possible but in no event later than thirty (30) calendar days following the school district superintendent's mailing of a written response to the complaining party required by this section.

(4) The complaint procedure required by this section shall not prohibit the processing of grievances by an employee bargaining representative and/or a member of a bargaining unit pursuant to grievance procedures established at the school district level by local bargaining agreement.

WAC 392-190-070 COMPLIANCE--APPEAL PROCEDURE--LOCAL SCHOOL BOARD. (1) In the event a complainant remains aggrieved as a result of the action or inaction of the superintendent in resolving a complaint as provided in WAC 392-190-065, said complainant may appeal to the school district board of directors by filing a written notice of appeal with the secretary of the school board on or before the tenth day following (a) the date upon which the complainant received the superintendent's response or (b) the expiration of the thirty (30) day response period provided by WAC 392-190-065, whichever occurs first.

(2) An appeal to the board of directors pursuant to this section shall require the board of directors to schedule a hearing to commence on or before the twentieth day following the filing of the written notice of appeal. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. The board of directors shall render a written decision on or before the tenth day following the termination of the hearing, and shall provide a copy to all parties involved.

WAC 392-190-075 COMPLIANCE--CONTESTED CASE--DUTY OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION. (1) In the event a complainant remains aggrieved with the decision of a school district board of directors rendered pursuant to WAC 392-190-070, the complainant may appeal the board's decision to the Superintendent of Public Instruction. Upon the receipt of a notice of appeal filed in compliance with this section, the Superintendent of Public Instruction shall schedule a hearing to commence on or before the fortieth day thereafter.

(2) A notice of appeal must be received by the Superintendent on or before the tenth day following the date upon which the complainant received written notice of the school board's decision. Furthermore, the notice must be in writing and must set forth (a) a concise statement of the portion or portions of the school board's decision which is appealed from, and (b) the relief requested by the complainant/appellant.

(3) Appeals to the Superintendent shall be conducted de novo pursuant to the state administrative procedure act (chapter 34.04 RCW). The complainant/appellant shall have the responsibility for prosecuting his or her case and the school district/respondent shall have the duty of defending the decision or portion thereof appealed from.

WAC 392-190-080 COMPLIANCE--VIOLATIONS--PERMISSIBLE SANCTIONS. In the event a school district is found to be in violation of the requirements of this chapter, the Superintendent of Public Instruction may, by appropriate order pursuant to chapter 34.04 RCW, impose an appropriate sanction or institute appropriate corrective measures, including but not limited to (a) the termination of all or part of state apportionment or categorical moneys to the offending school district, (b) the termination of specified programs wherein such violation or violations are found to be flagrant in nature, (c) the institution of a mandatory affirmative action program within the offending school district, and (d) the placement of the offending school district on probation with appropriate sanctions until such time as compliance is achieved or is assured, whichever is deemed appropriate in the particular case by the Superintendent of Public Instruction.

Co-ed Physical Education - House Bill 413
(Chapter 28A.85 RCW and Chapter 392-190 WAC)

In June of 1975 the Washington State Legislature passed House Bill 413 which explicitly prohibits discrimination on the basis of sex in the schools. "Specifically with respect to course offerings, all classes shall be required to be available to all students without regard to sex: Provided, That separation is permitted within any class during sessions on sex education or gym classes." (RCW 28A.85.020(4)). This proviso refers to separation within an individual instructor's class based upon the standards contained in the regulations for implementation in Chapter 392-190 WAC.

WAC 392-190-050(1) of the implementing regulations permits "the grouping of students in physical education classes and activities by demonstrated ability as assessed by objective standards of individual performance developed and applied without regard to sex." Further, WAC 392-190-050(2) permits the separation of students by sex within physical education classes or activities offered for students in grades 7 through 12 if (a) it can clearly be shown under factual circumstances involved in the particular case, that the maintenance of a separate physical education class (within a class to which students are assigned on a co-ed basis) or activity for boys and girls truly constitutes the best method of providing both sexes, as a whole, with equal opportunity to participate in such class or activity and (b) at the same time a test of substantial equality between the two classes or activities can be found to have been met".

Both Section 1 and Section 2 refer to groupings within an individual instructor's class to which, by law, students must be assigned on a co-ed basis. The exceptions in WAC 392-190-050(1) and (2) should not be lightly construed and classes are presumed to be sexually integrated. A school district carries a heavy burden of proving that a single sexually integrated class is harmful to members of one sex and that separation within a specific class truly constitutes the best method of instruction for both sexes while providing equal opportunity for participation and instruction to all students regardless of sex.

It must be remembered that the physical education requirement is treated differently in the administrative code from recreation and athletics.

PHYSICAL EDUCATION REQUIREMENTS

NEW SECTION

WAC 280-50-135 PHYSICAL EDUCATION--GRADE SCHOOL AND HIGH SCHOOL REQUIREMENT. (1) Grades 1-8. An average of at least twenty instructional minutes per day per year in physical education shall be required of all pupils in the common schools in the grade school (grades 1-8) program unless waived pursuant to RCW 28A.05.030.

(2) Grades 9-12. A one year course--i.e., 180 (50 minute) hours of instruction--or its equivalent shall be offered in physical education for each grade (grades 9-12) in the high school program. Pursuant to RCW 28A.05.040 and 28A.05.060, two credits in physical education also shall be required for high school graduation unless waived pursuant to RCW 28A.05.040.

AMENDATORY SECTION (Amending Order 7-84, filed 5/17/84)

WAC 180-51-085 PHYSICAL EDUCATION REQUIREMENT--EXCUSE. The two credit physical education requirement shall be met by physical education courses. Students shall be excused from physical education pursuant to RCW 28A.05.040. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts.

Section 2, chapter 52, Laws of 1984 RCW 28A.05.040.

All high schools of the state shall emphasize the work of physical education, and carry into effect all physical education requirements established by rule or regulation of the state board of education: PROVIDED, That individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause.

CURRICULUM DEVELOPMENT

A Sequential Approach

A Step-by-Step Approach

To insure the development of successful quality programs, it is essential that each district approach it's task in an organized and constructive fashion. The following is a step-by-step approach to the planning, organization and implementation of a successful co-ed physical education program.

In analyzing each of the steps, one may find that a district and/or building has progressed to a more advanced step or level while skipping one of the earlier steps. This may prove to be frustrating at times and may involve time consuming backtracking. Indications are that each of the steps is essential to insure continuity in programming.

This section has been divided into two parts:

1. An overview of the step-by-step approach.
2. A detailed discussion of each step, highlighting the ideas and/or methods which have proven to be the most successful.

An Overview of the Step-by-Step Approach

Step #1

This step should involve the participation of the district's entire physical education staff. This group should work under the direction of the physical education coordinator or curriculum consultant and should involve the technical assistance of an outside consultant.

They should:

- A. Develop a district philosophy.
- B. Develop district goals and objectives based upon the district philosophy. Based on S.L.O.'s and State Physical Education Guidelines.
- C. Develop a basic program progression to be implemented on all levels through the district. (elementary - middle or junior high - senior high)
- D. Compile Steps A, B and C into a district handbook to be distributed throughout the district.
- E. Present the district handbook and all background information to the administration in an attempt to increase their knowledge of physical education and gain their approval and support.

Step #2

This step involves the participation of all Physical Education educators within a given level. This group should work jointly on district-wide basics and separately, by building, on building specifics. They should remain under the direction of the physical education coordinator or curriculum consultant, develop:

- A. District Program Packages - for each level.
 1. Specific goals and objectives applicable to each level.
 2. Designation of a time line for compliance.
 3. Organization of equipment sharing.
 4. Development of inservice workshops.
- B. Building Program Packages
 1. Determine decision making steps.
 2. Analyze attitudes concerning stereotypical images and expectations.
 3. Specific building philosophy, including goals and objectives.

4. Curriculum design.
5. Teaching assignments.
6. Classroom and locker room organizations and procedure.
7. Classroom management and control.
8. Grading procedure.
9. Class structure and scheduling.
10. Evaluation of program - monitoring and adjusting.

Development of a Quality Co-instructional Physical Education Program

Step #1

District Level

District Philosophy	-----	Goals and Objectives	-----	Program Progression K through 12	-----	District Handbook	-----	Presentation to Administration
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Step #2

District Program Package — for each level

Goals and Objectives	-----	Compliance Time Line	-----	Organization of Equipment Sharing	-----	Inservice Workshops
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Building Program Package

Decision Making Steps	—	Stereotype Attitudes	—	Philosophy Goals and Objectives	—	Curriculum Design	--	Classroom Management & Control	--	Grading Procedure	—	Class Structure And Scheduling	—	Evaluation of Program	—	Monitoring and Modification
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A Discussion of the Step-by-Step Approach

Step #1

It is essential that each member of the physical education staff be an integral part of this process.

A. Development of a district philosophy.

The "key" to co-instructional physical education lies with the philosophy. It is essential that a philosophy concerning the place of physical education in the entire educational scheme be developed on a district level. This philosophy should include:

1. The role physical education plays in the child's total learning experience.
2. Expectations for the physical education program in terms of shared attitudes and ideas.
3. The program's direction and expected outcomes.

B. Development of district goals and objectives based upon the district philosophy.

These goals and objectives need to be specific and should involve definition of terms, values and attitudes.

C. Development of basic program progression to be implemented on all levels throughout the district.

This step should define the expectations and outcomes desired from each level to provide continuity from one level to the next.

An example of how several districts have chosen to define their basic program progression is:

1. The elementary program will be designed to emphasize the teaching of basic skills and physical development involved with motor experiences as they relate to coordination, movement exploration, physical fitness, etc.
2. The junior high or middle school program will be geared toward introducing the students to as many sports and activities as possible (taking facilities into consideration).
3. The high school level will offer students the opportunity to take part in a large number of leisure time and fitness activities and be able to pursue in depth based upon previous experiences.

This is one way to approach a district progression. The main point is that there must be a planned district progression to ensure quality programs.

- D. Compile Sections A, B and C into a district handbook to be distributed throughout the district.

This packet should be made available to each building for use by P.E. teachers, the administration and for monitoring and program evaluation purposes. As new staff members join the district and each specific building they should be provided with the district guidelines and procedures to ensure continued implementation of the district plans.

- E. Presentation of the district handbook and all background information to district administration as a means of informing them of our programs while seeking their support and approval.

STEP #2

- A. District Program Package -- for each level

1. Specific goals and objectives applicable for this level.

In addition to the goals and objectives designed for the entire district, there may be specific goals and objectives that relate to elementary or secondary students perhaps based upon their maturity level or other criteria the educators site as appropriate.

2. Designation of a time line for compliance.

The setting of specific target dates for each level and the district places emphasis on the importance of this project.

3. Organization of equipment sharing.

Many districts have gone to a system of equipment sharing within a given level to provide students a wider variety. For example, one junior high may purchase golf equipment, another may purchase recreational shooting equipment and still another may purchase pickleball equipment and then the three would design a program to share equipment within the three schools.

4. Development of inservice workshops.

With the addition of so many new activities to programs it is becoming more difficult to be proficient in each. As a means of broadening one's teaching abilities the district must provide time for "experts" within the district or state to provide "mini" workshops.

B. Building Program Package

1. Determining decision making steps

For our programs to work, not just exist, we need to develop some common structures. Once this has been accomplished, each educator may add to the structure their own innovations and personal ideas.

There are three areas which must be considered regardless of the issue under consideration.

- Where we are now?
- What is our intent?
- What do we do?

If these three areas are dealt with as each issue is discussed the department will be able to come up with shared expectations. There is a better chance that the department expectations will be carried out if each of the members has had a part in creating the specific expectations.

Some thoughts to keep in mind:

- Learn from and respect one another's views.
- Listen and know there are always alternatives.
- Take responsibility for getting your needs met.
- Get to know one another and share ideas.
- Allow yourselves to make mistakes; if you don't, you won't learn.
- Relax and be open.

The "Process of Consensus" may be necessary and useful for important issues where the department experiences difficulty in coming to shared expectations.

- a. Clarify purposes and goals--Why do we exist?
Where are we now?
What is our intent?
Now what do we do?
- b. Brainstorm--Anything goes
List all ideas and do not judge.
- c. Review ideas brought out in the brainstorming and prioritize.
- d. Consider the prioritized solutions.
- e. List the solutions and have each group member say "yes" to the solutions which they could "live with" and be willing to function within.

- f. Emphasize that nothing is forever--set a time line at which point the group will come back to evaluate the decision made.

It has become apparent that the schools that have programs which are successful are the buildings in which the entire staff is working together toward common goals, where there is an atmosphere of open communication and all staff have equal and respected input.

2. Analyze stereotypical images and expectations.

Most P.E. teachers, based upon experience of teaching students of the same sex, have developed expectations for students as they relate to physical capabilities, endurance and mental determination to achieve and earn recognition. In a co-ed physical education program, previous stereotypical images and expectations associated with male or female students need to be re-appraised and new expectations for both male and female students developed.

This concern will lessen some as students begin to be introduced to all activities without the connotation of male or female added to it; for example, field hockey is not just for girls. One idea which has been implemented successfully is to begin the year with an activity which has not been associated with one sex or the other and which neither has had a great deal of experience like speed away.

The issue of sex bias must be clearly considered by administrators and physical educators prior to the design of a new program. If there is still sex bias within the program in attitude and/or action this will be apparent to the students and the response will be negative.

It is necessary for each district and individual teacher to evaluate their own attitudes, philosophies, beliefs and ideas and to align them with the positive concepts of equal educational opportunity.

3. Specific building philosophy, goals and objectives.

This will include any additional areas which are deemed appropriate at the building level and may include such items as values, health related issues and/or overall building goals as indicated by the administration.

4. Curriculum design.

The development of a district wide and departmental curriculum is one of the most vital areas where agreement, consensus and cooperation are essential. It is vital to keep in mind that fitness will not carry over into adulthood unless motivation is high. If students acquire this motivation and interest, activity will become a part of their life

and fitness will be a by product of the experience. For this reason many of the most successful programs are incorporating varied and new activities into their curriculum.

Many schools have gone back and reviewed their sex segregated curriculum and found that they do not need to delete any activities, rather they found they need to add a whole new variety of activities. They need to determine how to best approach dual instruction to satisfy the basic needs and differences between the two sexes.

Factors to be considered in designing a departmental curriculum should include:

- a. Facility
- b. Equipment (remember the district sharing option)
- c. Games vs. skill teaching
- d. Traditional vs. innovative activities
- e. Sports vs. recreational/lifetime activities
- f. Grade level progressions
- g. District guidelines
- h. Alternate activities
- i. Maturation level
- j. Needs of all students
- k. Growing, changing and open to evaluation
- l. Motivation as a central component
- m. Principles of growth and development
- n. Progressive planning
- o. Based upon known principles and objectives
- p. Sequential learning/displaying continuity
- q. A cooperative process

Activities will fall into five basic classifications where there may be some overlap and varied interpretations as to where an activity will fall.

1. Team
2. Individual
3. Recreational
4. Fitness
5. Leisure and carryover

Some ideas which have been developed through brainstorming and implemented successfully on all levels:

<u>Team</u>	<u>Fitness</u>	<u>Lifetime and Carryover</u>
Volleyball	Yoga	Cross Country Skiing
Basketball	Rope Skipping	Backpacking
Soccer	Hacky Sack	Cycling
Speedaway	Conditioning	Survival
Speedball	Weight Training	Golf
Field Hockey	Self Defense	Archery
Korf Ball	Relaxation	Bowling
Hand Soccer	Techniques	Recreational Shooting
Team Handball	Aerobic Dance	Camping
Global Ball		Fishing
Ultimate Frisbee	<u>Recreational</u>	Backpacking
Floor Hockey	Circus Skills	Outdoor Environment
Softball	Square Dance	Skiing
Slo-Pitch	Folk Dance	Boating
Water Polo	Modern Dance	
Hoop Hockey	Freestyle Disc Sports	
Broomball	Table Tennis	
Hocker	Roller Skating	
Boffer	Jazz Dance	
Flickerball	Fencing	
Rugby	Horseshoes	
Flag Rugby	Tetherball	
Scooter Ball	Archery Golf	
	Frisbee Golf	
<u>Individual/Dual</u>	Juggling	
Badminton	Horseback Riding	
Tennis		
Racquetball		
Paddleball		
Gymnastics		
Pickleball		
Stunts and		
Tumbling		
Cross Country		
Running		
Orienteering		
Handball		
Squash		
Aquatics		
Diving		
Rhythms		
Tug Activities		
Parachute		
Activities		
Parcours		
Scooters		

This list provides you with additional ideas you may wish to include.

5. Teaching Assignments

There are many ways to approach teaching assignments for co-inst. physical education. Consideration should be given to each member of the department and should include confidence with each activity, teaching strengths, cooperation with one another, etc.

Possible alternatives might include:

- a. Self-contained classroom--May be more effective in terms of classroom management and for those who enjoy teaching a wide variety of activities. The least boring over a period of time.
- b. Team Teaching--This is one method where one stronger teacher is a particular unit may assist and carry the other teacher through as a learning experience.
- c. Teach to your strengths--The gymnast teaches all of the gymnastics, the runner teaches all of the track, etc. This may become very boring over time and also tends to perpetuate the images we are attempting to dispel.
- d. Observation during your planning period--This provides a great means of learning new skills and teaching techniques and then following up with a unit of your own using the knowledge gained.
- e. Provide internal inservice workshops before or after school within your own building and district wide.
- f. Share appropriate materials such as lesson plans and/or resource materials.

6. Classroom and locker room organization and procedures

There appears to be a need for consistency within the department in the following areas:

- a. Uniforms--A change of clothes is recommended in most buildings usually involving some type of an athletic short, T-shirt and appropriate footwear. Most schools are no longer requiring that students dress alike as long as they change into athletic clothes for safety on equipment and to allow for movement. It should be remembered that safe participation, not uniform dress, is the goal of physical education.
- b. Attendance--Some type of squad system is encouraged upon arrival in the gymnasium. Some schools also take attendance in the locker room prior to dismissal to the gymnasium. There appears to be agreement that there must be a specific time structure on dismissal from the locker room to avoid liability in the gymnasium.

- c. Shower policy--Seems to vary from one locker room to the next, yet it appears that there must be structure within a one-sex locker room regardless of who your teacher is.
- d. Locker room policy--There must be supervision within each locker room. The locker room should be considered the domain of the supervising teacher with procedures recognized and supported by all members of the department.

7. Classroom control and management

Most educators realize that minor disruptive behavior can become a major obstacle to quality instruction and ultimately a deterrent to the effectiveness of the entire program. Effective and consistent management techniques used to manage discipline with the students of the same sex should be appropriate with students of the opposite sex.

A criteria for acceptable behavior for both boys and girls needs to be developed as a department cooperatively and enforced on a consistent basis. One such method involves the use of contracts with the students; another is a copy of specific consequences distributed for student and parent signature. There are many ideas which may be developed along these lines. Staff development workshops available dealing in the area of classroom control and management can be used most effectively in the physical education environment.

8. Grading Procedures

The grading system itself is not the key issue. Teachers within the department should follow the same procedure which will provide consistency and facilitate the accomplishment and shared expectations.

Thought provokers to be considered--

- a. Should there be two separate grading curves for males and females?

Schools now agree that there should not be two separate scales for sex regardless of the activity involved. A more effective means of differentiating is by ability grouping which appears to meet the needs of all students more effectively regardless of sex.

- b. Skills testing.

There is a definite need to take a look at the types of skills tests we are using in our programs. Boys have notoriously been tested on power type skills and girls

on control type skills. By designing skills tests that evaluate all students on the same types of skills, say, power with control, there will be more equality for all.

Emphasis should be on designing a grading system that is equal for all students. It should make students aware of the expectations placed upon them and be consistent with goals and objectives.

9. Class structure and scheduling

In most cases, this is an area where the physical educators have little or no control. There are a variety of alternatives which need to be considered and the most appropriate for your situation should be adopted.

- a. Across the board assignments by computer. This appears to be more common at the junior high school level where there are fewer electives.
- b. Ability grouping which may take place the previous spring or immediately in the fall.

One example which has proven successful in many schools, especially at the high school level, is the Card System. The Card follows the student from one teacher to the next and includes:

absent
tardy
participation
grade, etc.

Students are assigned a period and go through tennis shoe registration for classes. The tennis shoe registration may be done:

each unit
each package (of, say, three units)
each semester
each year

Within the system, the students may be required to take one unit from each of the listed categories with the year:

team sport
individual or dual sport
recreational activity
lifetime activity
fitness activity

Again, this is one example which has proven to be successful.

10. Evaluation of program--monitoring and adjusting

It is important to determine at what point evaluation, monitoring and adjustment should take place. It is suggested that there be a discussion of problems and concerns by the entire department before the conclusion of each unit. Notes and suggestions should be recorded and changes should occur at the end of the semester or school year. This gives each of the physical educators an opportunity to do some individual experimentation on his/her own learning from past mistakes and provides an opportunity to make adjustments within their program.

It is essential that the program be maintained on a consistent basis to insure compliance.

Resource Consultants

in

Physical Education

This is an initial listing of individual educators. It is anticipated that school districts will contact these individuals for technical assistance as desired.

The personnel have been directly involved in the development of quality co-instructional programs over a period of years and have indicated a desire to act as resources to other school districts.

Others willing to serve as resources to school districts are encouraged to contact Jeff Carpenter, Supervisor, Physical Education, Superintendent of Public Instruction. Telephone: (206) 753-6757/SCAN 234-6757.

Elementary Physical Education Consultants

Name: Fernando Alvarez
Position: Physical Education Specialist K-3
Employer: Moses Lake School District #161
Business Address: 1318 Ivy Avenue
Moses Lake, Washington 98837
Business Phone: (509) 765-3485
Area of Expertise: Perceptual Motor Activities

Name: Gene Dogen
Position: Physical Education Specialist K-6
Employer: Lake Washington School District
Business Address: Ben Franklin Elementary
12434 N.E. 60th
Kirkland, Washington
Business Phone: (206) 828-3328
Area of Expertise: Non-traditional sports/Non-competitive games

Name: Karen Hamilton
Position: Physical Education Specialist K-6
Employer: Bellevue School District
Business Address: 14220 N.E. 8th Street
Bellevue, Washington 98007
Business Phone: (206) 455-6287
Area of Expertise: Elementary Physical Education/Dance

Name: Libby Herres
Position: Physical Education Specialist
Employer: Kennewick School District
Business Address: Edison Elementary
201 S. Dawes
Kennewick, Washington 99336
Business Phone: (509) 735-8760
Area of Expertise: Elementary Programs

Name: Jan McNeeley
Position: Physical Education Specialist K-2
Employer: High Point Early Childhood Center
Business Address: High Point Early Childhood Center
6760 34th S.W.
Seattle, Washington
Business Phone: (206) 587-5616
Area of Expertise: Early Childhood Education
Gymnastics and Acrobatics

Name: Jerry Poppen
Position: Physical Education Specialist K-6
Employer: Tacoma Public Schools
Business Address: P.O. Box 1357
Tacoma, Washington 98401
Business Phone: (206) 593-6896
Area of Expertise: Elementary Physical Education--Low Organized Games

Name: Rich Retallic
Position: Physical Education Specialist K-3
Employer: Moses Lake School District #161
Business Address: 1318 Ivy Avenue
Moses Lake, Washington 98837
Business Phone: (509) 765-3485
Area of Expertise: Tumbling

Name: Alan Tepper
Position: Physical Education Specialist
Employer: Snoqualmie Valley School District
Business Address: North Bend Elementary
Box C
North Bend, Washington 98045
Business Phone: (206) 888-1141
Area of Expertise: Leisure Activities for Elementary Students

Junior High and Middle School
Physical Education Consultants

Name: Alice Carpenter
Position: Physical Educator
Employer: Olympia School District
Business Address: Jefferson Middle School
2200 Conger
Olympia, Washington 98502
Business Phone: (206) 753-8985
Area of Expertise: Development and implementation of co-inst. physical
education, computer use in physical education

Name: Pat DeNeui
Position: Physical Educator
Employer: Olympia School District
Business Address: Reeves Middle School
2200 North Quince
Olympia, Washington 98506
Business Phone: (206) 753-8975
Area of Expertise: Racquet sports

Name: Debbie McCarson
Position: Physical Educator
Employer: Lake Washington School District
Business Address: Kirkland Junior High School
430 - 18th Ave.
Kirkland, Washington 98003
Business Phone: (206) 828-3306
Area of Expertise: Program Implementation

Name: Leslie Tinnell
Position: Physical Educator
Employer: Ephrata School District
Business Address: Ephrata Middle School
384 A S.E.
Ephrata, Washington 98823
Business Phone: (509) 754-4659
Area of Expertise: Intramural Programs

Name: Molly Tomita
Position: Physical Educator
Employer: Lake Washington School District
Business Address: Kirkland Junior High
430 18th Avenue
Kirkland, Washington 98033
Business Phone: (206) 828-3306
Area of Expertise: Curriculum and Instruction

Name: Bob Tschilar
Position: Physical Educator
Employer: Lake Washington School District
Business Address: Kirkland Junior High
430 18th Avenue
Kirkland, Washington 98033
Business Phone: (206) 828-3306
Area of Expertise: Track and Field
Weight Training
Body Conditioning

Senior High School Physical Education Consultants

Name: Joe Karp
Position: Physical Educator - Adaptive
Employer: Kelso School District
Business Address: Kelso High School
1904 Allen Street
Kelso, Washington 98626
Business Phone: (206) 577-2422
Area of Expertise: Programs for the Handicapped

Name: Sue Melhart
Position: Physical Educator
Employer: Pullman School District
Business Address: Pullman High School
Larry and Hall Drive
Pullman, Washington 99163
Business Phone: (509) 332-1551
Area of Expertise: Program Implementation

Name: Leola Wheeler
Position: Physical Educator
Employer: Olympia School District
Business Address: Capital High School
2707 Conger
Olympia, Washington 98506
Business Phone: (206) 753-8880
Area of Expertise: Program Implementation

Name: Don Wilkens
Position: Physical Educator - Dept. Head
Employer: Walla Walla School District
Business Address: Walla Walla High School
Fern and Abbott Rd.
Walla Walla, Washington 99362
Business Phone: (509) 525-6910
Area of Expertise: Program Development and Implementation, Leisure Activities

Physical Education Coordinators

Name: Jeff Carpenter
Position: State Supervisor of Physical Education
Employer: Superintendent of Public Instruction
Business Address: Old Capitol Building
Olympia, Washington 98504
Business Phone: (206) 753-6757

Name: Bob Melson
Position: Elementary Physical Education Coordinator K-6
Employer: Lake Washington School District
Business Address: 13820 108th N.E.
Kirkland, Washington 98033
Business Phone: (206) 828-3489

Name: Lemoin Merkley
Position: Director of Physical Education
Employer: Moses Lake School District
Business Address: 1318 West Ivy Ave.
Moses Lake, Washington 98837
Business Phone: (509) 765-3902

Name: Kelly Rankin
Position: Director of Physical Education
Employer: Vancouver School District
Business Address: 605 North Devine Road
Vancouver, Washington 98661
Business Phone: (206) 696-7137

Name: Bud Turner
Position: Curriculum Specialist
Physical Education and Recreation Educator
Employer: Seattle School District
Business Address: 520 Ravenna Blvd. N.E.
Seattle, Washington 98115
Business Phone: (206) 587-5562

Name: Al Tweit
Position: Coordinator of Health and Physical Education K-12
Employer: Olympia School District
Business Address: 1113 East Legion Way
Olympia, Washington 98501
Business Phone: (206) 753-8832

University Consultants

Name: Marjorie J. Anderson
Position: Department Chairperson
Employer: Gonzaga University
Business Address: Physical Education Department
East 502 Boone
Spokane, Washington 99258
Business Phone: (509) 328-4220

Name: Chappelle Arnette
Position: Department Chairperson
Employer: Western Washington University
Business Address: Department of Physical Education
Western Washington University
Bellingham, Washington 98225
Business Phone: (206) 676-3054

Name: Colleen Hacker
Position: Department of Physical Education
Employer: Pacific Lutheran University
Business Address: Tacoma, Washington 98447
Business Phone: (206) 535-7363

Name: Scott Melville
Position: Department of Physical Education
Employer: Eastern Washington University
Business Address: Cheney, Washington 99004
Business Phone: (509) 359-7069

Name: David Olson
Position: Dean, School of Physical Education and Athletics
Employer: Pacific Lutheran University
Business Address: School of Physical Education
Pacific Lutheran University
Tacoma, Washington 98447
Business Phone: (206) 383-7350

Quality Physical Education Programs

Within the State of Washington

This is an initial listing of programs. It is anticipated that school districts will contact these programs for technical assistance as desired.

The personnel, schools and school districts included have been directly involved in the development of quality co-instructional programs over a period of years and have indicated a desire to act as resources to other school districts.

Others willing to serve as resources to school districts are encouraged to contact Jeff Carpenter, Supervisor, Physical Education, Superintendent of Public Instruction. Telephone: (206) 753-6757/SCAN 234-6757.

Quality Physical Education Programs

Within the State of Washington

Quality Programs

Elementary Specialty Programs

District: Seattle Public Schools

Building: Sanislo Elementary

Address: 1812 S.W. Mytle
Seattle, Washington 98118

Phone: (206) 587-5693

Visitation Information: Contact Bud Turner, Curriculum Specialist
815 4th Avenue N.
Seattle, Washington 98109
(206) 587-3490

"Key" Concepts:

1. Success oriented movement delivery system.
2. Curricular choices including--
 - Scats performing gymnastics group
 - Circus arts
 - Intermediate tumbling
 - Afrikan dance
 - Mime
 - Sports studies
 - Rope skipping
 - Advanced unicycling
3. Movement is explored through curricular areas.
4. Staff support

Class Structure:

Self-contained with team and individual instruction.

Scheduling:

All students come three times a week.
Many gifted students come six times a week.
Nearly all students are involved.

Cautions:

Don't stereotype
Don't separate
Expect the maximum from both sexes
Have models from both sexes; demonstrations, posters, etc.
Don't expect very much without going beyond the school day

Additional Comments:

87% finish superior on Washington State Test
78 of 200 students performing at the high school level in tumbling
50 or 25% can ride a unicycle and juggle three balls
125 can jump rope for ten minutes or more

District: Lake Washington School District
Building: Ben Franklin
Address: 12434 N.E. 60th
Kirkland, Washington 98033
Phone: (206) 828-3328
Visitation Information: Call school for arrangements and approval
from the principal.

"Key" Concepts:

1. Emphasis placed on non-traditional sports such as lifetime leisure activities and sports skills.
2. Non-competitive games and activities in which "fun" replaces the need to "always win" philosophy.
3. A student's sex is insignificant in elementary physical education if they are motivated to learn and develop their skills.

Class Structure:

Self-contained classrooms from 1st through 6th grades including E.S.L. class.
All classes taught by the specialist.

Scheduling:

Each self-contained classroom in a building has physical education classes twice a week. The time schedule is determined by the vocal music, librarian and physical education teachers to avoid time conflicts.

Cautions:

Staff and students should all practice the same philosophy in playing games or learning activities where a student's sex should not be used as an example for success or failure.

Additional Comments:

The less emphasis on winning and the more emphasis on each child's success will develop a better attitude toward physical education and one's self.

District: Lake Washington School District
Building: Helen Keller
Address: 13820 108th N.E.
Kirkland, Washington 98033
Phone: (206) 828-3489
Contact: Bob Melson

Visitation Information: Monday through Thursday
9:00 until 3:00

"Key" Concepts:

1. Basic skills orientation with full participation in all activities.
2. Multi-disciplinary approach involving many subject areas and their relation to physical education.
3. Many varied and novel units of instruction presented yearly.

Class Structure:

All students have two, thirty minute lessons per week from the specialist in addition to intramural time.

Scheduling:

Monday-Wednesday or Tuesday-Thursday
Thirty minute lessons
Fifteen minutes of intramural time twice a week

Cautions:

1. Staff must work towards similar goals together and meet regularly.
2. Staff must provide quality instruction and supervision.
3. Staff must provide innovative units of instruction.
4. Physical education must be fun for the kids and still challenging.

Additional Comments:

I feel it is important for co-ed physical education to be adopted on a district-wide basis so all kids get equal treatment. Also, it is important that these programs get administrative support, monitoring and evaluation.

District: Moses Lake School District
Building: Longview and Larson Heights
Address: Maple Drive
Moses Lake, Washington
Phone: (509) 765-1861/762-5524
Contact: Fernando Alvarez

Visitation Information: Contact school office one day in advance.

"Key" Concepts:

Perceptual motor emphasis

Class Structure:

1. Course structured--Teaching of basic perceptual motor skills through activities and games.
2. 70 objectives from grades K-3 which include: Santa Clara, body awareness, eye-hand coordination, coordination and rhythms, balance.
3. Everything is teacher judgment.

Scheduling:

Each instructor has two schools.

Each instructor meets with each class twice a week for twenty minutes.

Cautions:

Develop student learning objectives.

Develop a game book.

Plan out monthly objectives and record progress.

District: North Thurston School District
Building: Lydia Hawk
Address: 7600 5th Street S.E.
Lacey, Washington 98503
Phone: (206) 456-7712
Contact: Betty Berry

Visitation Information: 9:00-11:15 or 1:00-3:00
Classes are held in the multi-purpose room.

"Key" Concepts:

Variety of activities
Structured period
High standards with emphasis on individual growth
Assertive discipline

Class Structure:

Each class has a specialist in a self-contained daily program. One day of art, one day of music, and one day of physical education on a rotating basis.

Scheduling:

Rotating basis with art and music seeing the students every three days with the exception of the sixth grade where due to numbers they only meet every four days.

District: Olympia School District
Building: All elementary buildings
Address: 1113 East Legion Way
Olympia, Washington 98501
Phone: (206) 753-8833
Contact: Lylas Aust

Visitation Information: Any time

"Key" Concepts:

Equal programs and instruction begin in kindergarten and are carried through the high school level.
Curriculum stresses skill development at all levels.
Excellent cooperation among staff.

Class Structure:

Team teaching with classroom teachers.
Several classes in gym at one time.

Scheduling:

Specialist meets with students and classroom teacher once a week.
Classroom teacher follows through on remaining four days.

Cautions:

Start in the elementary grades.
Follow through in all other grades.
Students are conditioned to co-ed physical education.
Stress skill development rather than competition.

District: Seattle School District
Building: High Point Early Childhood Center
Address: 6760 34th S.W.
Seattle, Washington 98126
Phone: (206) 587-5616
Contact: Jan McNeely

Visitation: Kindergarten has physical education Monday, Tuesday, and Wednesday each week. Any day is fine for visits. Physical Education classes start at 10:40 with three 30 minute periods in the morning and three 30 minute periods in the afternoon. Second grade in the morning and first grade in the afternoon.

"Key" Concepts:

Supportive administration and faculty.

An all active and all successful program: This is accomplished by modifying rules, etc. to fit the level, providing a piece of equipment for each child to eliminate waiting in line.

Providing an atmosphere where competition is encouraged but pressure is minimum.

Class Structure:

Our physical education program is designed to insure the success of each child in some area of the program. Being an early childhood educator, I have minimized competition, increased skill emphasis and offered a multitude of various activities to insure success and progress. It is a structured environment which allows for all skill levels and flexibility within that environment.

Scheduling:

The specialist sees every child during every 30 minute class every day of the week. In addition there is one hour two days a week designed specifically for a specialized gymnastics program.

Cautions:

The more varied the program the more opportunity for your children to succeed. Modifying rules, allowing for different skill levels and making allowances for individual differences will produce amazing end results in your classes.

Additional Comments:

High Point students are part of SCATS (Sanislo Columbia Acrobatics Teams) and have 1/4 of the handwalkers in the group. This is just more proof that provided the opportunities and instruction, even small children will succeed.

The amount of success you achieve depends greatly on the time you are willing to give to your program and I feel we are an example of an outstanding program gaining more and more success because of dedicated specialists and the excellent extension programs being offered in the area.

District: Tacoma School District
Building: District wide
Address: Room 303 P.O. Box 1357
Tacoma, Washington 98401
Phone: (206) 593-6896
Contact: Jerry Poppen

Visitation Information: Between 9:00-11:00 a.m. or 1:00-3:00, Monday and Friday.

"Key" Concepts:

The program has been co-ed since its conception in 1962.

If there is a need for grouping it is done on an ability basis.

Individualized instruction is incorporated as much as is possible.

Class Structure:

Elementary physical education teachers take one class at a time with approximately 30 students in a self-contained situation.

Scheduling:

Grades 4, 5, and 6 are taken twice a week for a minimum of 25 minutes each. Grades 1, 2 and 3 are taken twice a week for a minimum of 20 minutes. Special education classes are either taken individually or mainstreamed. Classes begin at 9:00 a.m. and run throughout the day.

Cautions:

1. Appropriate dress is a necessity. At the elementary level uniforms are not necessary, however all children need to be dressed so that they do not have to worry about any type of exposure.
2. When first getting girls and boys together, exciting activities in which little touching and a lot of cooperation between the sexes is involved aids in breaking down barriers between the sexes. Such activities would be:
 - a. Partner relay races on scooters where girls may have to push boys or vice versa.
 - b. Many cooperative activities from the New Games Book (see bibliography) such as the Lap Game, Stand Up, etc.
3. Provide a well rounded physical education program which follows the states suggested elementary physical education curriculum. This assures that activities are being offered that meet varied interests sometime during the year.

District: Olympia School District
Building: Jefferson Middle School
Address: 2200 Conger
Olympia, Washington 98502
Phone: (206) 753-8985
Contact: Alice Carpenter

Visitation Information: Contact Principal, Tom Eisenmann

"Key" Concepts:

1. Cooperation among physical educators; working together to plan units and solve any problems which arise.
2. Each unit is two to four weeks in length. We stress introductory skills and participation in each unit.
3. In the locker room the students need to understand that they are now students of the teacher in the locker room whether it is their assigned teacher or not.

Class Structure:

Classes are self-contained for the most part with the exception of folk dance where the classes are team taught.

Each fall the entire physical education staff meets to set up yearly unit plans. Very few choices are given for the students.

Scheduling:

Each teacher is assigned a group of students for each class period. For the most part that teacher keeps those students for the entire year. The counselors try to give each teacher an even boy-girl ratio. The grades are kept separately.

Cautions:

1. Be sure all teachers teaching within the co-inst. program are involved with its planning.
2. Have brainstorming sessions to come up with all sorts of situations which you think you might encounter. Get all the negative things out in the open and attempt to work through them.

District: Lake Washington School District
Building: Kirkland Junior High
Address: 430 18th Avenue
Kirkland, Washington 98003
Phone: (206) 328-3306
Contact: Debbie McCarson

Visitation Information: Contact Principal, Glen Carson

"Key" Concepts:

1. A wide variety of activities suitable for boys and girls are offered.
2. Individual, team and recreational activities are offered.
3. All participation is on a co-ed basis.

Class Structure:

A full year of physical education for the 7th grade with 12 three week units.

One half year of physical education in 8th and 9th grade with 6 three week units.

Each grade level is introduced to different activities in an attempt to expose them to as many activities as possible.

Classes are self-contained.

Some elective are offered each semester.

Scheduling:

Seems to vary from year-to-year.

Students are scheduled into physical education so as to meet physical education requirements unless they have a medical waiver.

Cautions:

1. Offer a wide variety of activities.
2. Offer activities that appeal to both sexes.
3. Boys and girls scheduled together as evenly as possible.
4. Teach good basic skills to develop potential.
5. Boys and girls should work together on teams to provide balance.

District: Olympia School District
Building: Reeves Middle School
Address: 2200 North Quince
Olympia, Washington 98506
Phone: (206) 753-8975
Contact: Patricia DeNeui

Visitation Information: Contact building, Doug Beech, Principal

"Key" Concepts:

The entire school is working on a Glasser approach to student responsibility. The co-ed physical education program has helped give students an increased respect for one another as capable individuals.

Class Structure:

Each teacher has his/her own self-contained, co-ed, single age group class. As each unit is taught, team teaching occurs depending upon the instructor's expertise. Other combining takes place depending upon the class size, facilities available and student skill level.

Scheduling:

The department meets each quarter agreeing on the curriculum (based upon the facilities and equipment available). Students rotate into each activity with skills and knowledge of the activity which is pertinent to their age group.

Cautions:

1. Be positive--the program is beneficial to both sexes.
2. Cooperating instructors need to agree on basic locker room procedure and initial roll call in the gymnasium.

Additional Comments:

From experience at the middle school level, it was challenging to have multi-aged groups together at the same hour. Entry level students (6th grade) do not possess body coordination to the degree necessary to compete with students who have been in the program.

District: Issaquah School District
Building: Liberty High School
Address: 22211 S.E. 72nd
Issaquah, Washington 98027
Phone: (206) 228-3050 Ext. 59
Contact: Tom Ingles

Visitation Information: Contact building to avoid assembly, preparation,
and in-school activity conflicts.

"Key" Concepts:

1. Grading procedure.
2. Balance "recreational" activity with "skill" emphasis.
3. Two to one ratio with boys to girls.
4. Team teaching.

Class Structure:

Team teaching.
Required courses in addition to electives.

Scheduling:

Tennis shoe registration.

Cautions:

Success has been due to cooperation, communication and decision
sharing within the department.

District: Longview School District
Building: R.A. Long High School
Address: 2903 Nichols Boulevard
Longview, Washington 98632
Phone: (206) 577-2730
Contact: Bill Marshall

Visitation Information: Welcome anytime.

"Key" Concepts:

1. Positive sell by staff.
2. Work on class attitude toward opposite sex.
3. Different skill curve on skills tests.
4. Written tests.

Class Structure:

9th grade required.

Weight training and intermediate physical education needed to fulfill graduation requirement.

Advanced--1/2 of curriculum is off campus such as: skating, bowling.

Co-Instructional Resources

BASIC STUFF SERIES

Available from:

AAHPERD Publications

P.O. Box 870, Lanham, MD 20801

The knowledge explosion has hit physical education. Researchers are discovering intricate new links between exercise and human physiological states. Most learning scholars are investigating the neurological aspects of motor control. Biomechanics researchers are using computer simulation and other sophisticated techniques to describe and analyze human movement. The social-cultural and psychological aspects of movement participation are being studied with new intensity. The result is a rapidly growing, highly specialized body of knowledge.

The physical education teacher is faced with the overwhelming, perhaps impossible, task of sifting and sorting through this knowledge to select what is applicable to physical education instruction. Teachers realize that absorbing the quantity of published material would require a dawn to dusk reading schedule. Further, increasingly sophisticated research methodology has made much information understandable only to other scholars in the same specialization. Finally, because little effort has been made to apply physical education disciplinary knowledge to the professional task of educating others, the growing body of physical education knowledge seems to have had little impact on physical education programs.

The Basic Stuff series is the culmination of an effort by the National Association for Sport and Physical Education to deal with this problem. The intent of the series has been to identify basic knowledge relevant to physical education programs and to present that knowledge in a useful, readable format. The series does not deal with physical education curriculum design. Program diversity and local control of curricular decisions are considered desirable, because the information can be incorporated into any one of several curricular models. The "basic stuff" concepts are viewed as a common core of information applicable to any physical education curriculum.

What is the "basic stuff?" It is knowledge and information which elementary and secondary school students can and should learn. Typically, physical education programs have taught specific information about the rules, skills, and strategies of the sport being taught. The Basic Stuff project is an effort to include more general concepts such as the effects of exercise, how to learn a new skill, and psychological factors influencing performance. Why is this important? As our students grow to adulthood, they will need to be educated consumers of sport and fitness programs. As parents, they will need to be well informed about physical activity programs for their children. More immediately, deeper understanding can make physical education experiences more meaningful and valuable.

Does this mean that physical education classes will have to become lecture classes? Definitely not! The goal is not to replace activity but to include concept teaching in the activity programs. The Basic Stuff series attempts to summarize for teachers appropriate concepts, and ways to teach them to elementary and secondary students.

Basic Stuff Series - Continued

The knowledge selected for inclusion in the series was determined by its relevance to students in physical education programs. Several common student motives or purposes for participation were identified: health (feeling good), appearance (looking good), achievement (doing better), social (getting along), aesthetic (turning on), and coping with the environment (surviving). Concepts which were selected seem to provide information useful to students in accomplishing these purposes.

The Basic Stuff project includes two series. Series I, designed for use by preservice and inservice teachers, includes six pamphlets, on exercise physiology, kinesiology, motor development, motor learning, social/psychological aspects of movement, and movement in the humanities (art, history, philosophy). This first series summarizes basic information germane to student purposes. Series II, also designed for teachers, focuses on early childhood, childhood, and adolescence. Each volume contains examples of instructional activities to help teach appropriate physical education concepts to a particular age group.

The development of the Basic Stuff series has been a cooperative effort of teams of scholars and public school teachers. Scholars provided the expertise in the content areas and in the development of instructional materials. Public school teachers identified areas relevant to students, field tested instructional activities, and helped scholars to write for a general audience.

The booklets are designed to be fun readable, and not "stuffy" (pun intended). Series I is structured as a dialogue between students and a teacher in which the students ask questions and the teacher provides information. Series II also emphasizes infusing knowledge into the day to day world of physical education instructional programs. The editors hope that Basic Stuff series can help make this scenario a reality.

Preparation of the series is only the first step. If this National Association for Sport and Physical Education project is to have an impact on local programs, a strong and sustained effort must be made to get the information to public school teachers. During the coming year, NASPE will initiate this effort with a national "Basic Stuff Leadership Training Workshop" at the AAHPERD National Convention in Boston on April 13, 1981. Persons selected by each state association will attend and will later conduct a comparable workshop in their home states. Additional convention sessions open to everyone will focus upon the implementation of the Basic Stuff project. The series booklets will be available at the convention and by mail from AAHPERD book sales.

If you are interested in assisting with the workshop in your state, contact your state association president. If you are a college professor, ask your library to order a set of booklets and consider having your students

Basic Stuff Series - Continued

purchase them as part of their professional library. If you are a public school teacher, try implementing the Basic Stuff and becoming a demonstration school in your area.

Rarely does a professional organization undertake a project which has such great potential to affect public school programs. Realizing that potential will require the participation of us all.

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APPENDIX

According to state law (House Bill 413) a student interest survey shall be administered at each grade level where interscholastic, intramural and other sports and recreational activities are conducted.

Most school districts have designed their own survey and have used it in their program planning for recreational and athletic activities.

The following Executive Bulletin No. 11-75 from the Superintendent of Public Instruction is a reminder of this section of the House Bill 413 mandate. This office suggests one format for a student interest survey. School districts are encouraged to develop a more comprehensive survey or modify this suggested format to meet local needs.

Please refer any questions to: Gene Liddell, Program Supervisor, Office for Multicultural and Equity Education or Jeff Carpenter, Supervisor, Physical Education.

BULLETINS

BULLETIN NO: 11-75: C&I
TO: Chief School District Administrators and Educational Service District Superintendents

FROM: Frank B. Brouillet, SPI
RE: Survey of Student Interest for Sports Participation

STUDENT INTEREST SURVEY

You no doubt are aware that House Bill 413 mandates certain responsibilities to the Superintendent of Public Instruction for implementation of this law.

House Bill 413 . . . New Section 2 . . . Sub-section 3 . . . last paragraph reads:

"The Superintendent of Public Instruction shall also be required to develop a student survey to distribute every three years to each local school district in the state to determine student interest for male/female participation in specific sports."

In compliance with House Bill 413, this office hereby suggests a format for a student survey. School districts may construct a more comprehensive survey or modify this suggested format to meet local needs. In addition to the survey, schools should be prepared to respond to students' and parents'/guardians' questions by preparing the following:

1. A statement of goals for each of the various programs, sports, intramural or recreation.
2. A description of each program including (where appropriate):
 - a. Time schedules: season, games and practices
 - b. Location of facilities
 - c. Any legal conditions
 - d. Safety factors of sport or activity
 - e. Rules and regulations of the sport or activity
 - f. Extent of bodily contact (identification of contact and noncontact sports)
3. A description of student involvement:
 - a. Training, practice and game requirements
 - b. Conditioning practices and requirements
 - c. Uniform, both practice and game
 - d. Medical and fitness requirements
 - e. Parent/guardian permission

Survey of Student Interest in Sports Activities

Name Male Female Grade School

The following sports activities represent possible programs to be conducted for the students of this school. The extent of actual offerings depends upon student interest, school district financial capabilities, school and community facilities and available personnel for coaching, supervision and officiating.

Directions: Indicate your particular responses for each group of sports activities by checking () the appropriate box.

A. Interscholastic Competitive Sports

District Identify

Sport	I am not interested	*Interested but I need more information	*I will definitely participate
1.			
2.			
3.			
4.			
5.			
6.			
7.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25. Other			

B. Intramural Sports or Recreational Activities

District Identify

Sport or Activity	I am not interested	*Interested but I need more information	*I will definitely participate
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10. Other			

*Please refer to Items 2 and 3 in the bulletin.

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—DR. FRANK B. BROUILLET—

Superintendent of Public Instruction

Old Capitol Building, FG-11, Olympia, WA 98504

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